



Syllabus – Simplified | INSS 5304: Intelligence and National Security Policy and Procedures

CRN | 18658

College | Liberal Arts Department | Criminal Justice – National Security Studies Institute

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Technical Support | [UTEP Helpdesk](#) at (915) 747-5257 or helpdesk@utep.edu

Course Dates | August 24th, 2020 – October 11th, 2020

Classes | Hybrid – with potential for 100% online

Physical classes held alternate Thursdays from September 3rd *subject to short notice change*

Please Note | This Syllabus subject to change - please report errors, typos, confusions

Overview

Course and Instructor Introduction

Hello all, and welcome to INSS 5304 'Intelligence and National Security Policy and Procedures'. This course aims to help you understand more about how US national security 'works', from its foundations, through the policymaking process and into execution. Whilst that may seem a little bit of an obvious or even dry aim, it is actually both rather fascinating to look at "how the

sausage is made”, and it is extremely important you are aware of these realities as you embark on or further your national security, intelligence, and wider careers.

My name is Dr. Paul Ashby. I am a *relatively* recent arrival in El Paso, TX from the UK – specifically a seaside town called [Ramsgate](#) (don’t use Wikipedia as a source!) I have lived in El Paso for over five years now. I have taught numerous courses in International Relations (IR) and Security Studies for over nine years, here and in the UK, and both face-to-face and online.

My doctorate explored U.S. security interaction with Mexico in the context of Mexico’s drug-related security crisis, U.S. Homeland Security, and North American regional security. My major research interests are in U.S. foreign policy and grand strategy, and how the U.S. defines, pursues, and achieves its national security is of course of course relevant to everything we’ll study together. I am *not* an intelligence expert, and neither am I a political scientist, policy analyst, or national security practitioner. However, I am an expert in International Relations, and I have studied and taught multiple pieces of work and university courses on how and *why* the US national security system developed the way it did, how it defines the US’ relationship with the world, and how national security policymaking can be a complex process.

One thing you might note already. We are looking at *how national security policy and procedure works*. Intelligence features throughout, and we look at it across two of our module weeks directly. But we are studying intelligence in its context, as part of a much, much bigger world! I am looking forward to learning more about national intelligence through this course myself!

Contacting Dr. Ashby

This is a hybrid course taking place in truly, staggeringly, strange and alarming times (of which more below). Online work will be absolutely key, and online communication is key in online learning! ☐ It is very much best to **e-mail** me directly with any questions, and indeed I will be emailing you directly, too. Keep an eye on your UTEP email accounts. I will always try and respond to you within 24 hours, and always try to help where I can. It will be especially important to contact me if you need any guidance with work, or any challenges you are experiencing as we move through the course

We will also use Blackboard extensively, so get *au fait* with our shell when it opens up! I will be holding official office hours in Blackboard Collaborate within our Blackboard shell on Fridays between 12pm-5pm, or by appointment. I know schedules can be challenging. If you need something email me and we can set up a specific date and time, though do note our class days on Thursdays will be difficult. Please ask about this.

Important Note! I am looking forward to working *with* you all on this course! I am aware that all of you have busy schedules and responsibilities and commitments. These are often hugely multiplied right now with work, childcare, missions, and concerns. Rest assured, I will remain as flexible to your needs and commitments as the class progresses as I can, whilst also maintaining the standards of a Master’s program. You can always discuss issues with me directly and on an

individual basis - whether in class, in Blackboard, and/or through email. We can work together to make sure you get the best possible experience from the course! **I will be flexible!**

Information in the Syllabus

For those of you who have had classes with me before, you may remember my Syllabi can pretty epic. I am trying to simplify a bit here, because it is important information is clear at this time. This Syllabus document is meant to be an introductory guide to the course, giving you the key information necessary prior to its commencement. It still hopefully answers to a lot of questions will be here! Eventually, I will provide a **Full Course Overview** which contains a clear breakdown of each Module, its required and recommended readings, core questions, and work due. Then there will also be a **Work Guidance** document which gives deeper guidance and advice for all the assessed work on the course.

Online Classroom

We will use Blackboard as our online classroom. I'll post all the necessary course materials and module materials there. If you're not familiar with Blackboard, please reach out.

Just so you know, there'll be a **Home Page**, **Core Information**, and **Module Pages**. There is an official graded **Discussion Board** for some modules which will be assessed, as detailed below, and some quizzes, too. I will provide a variety of prior material for each module to help you with these activities.

There will also be a **Course Open Discussion Space** in each module for a freer place to discuss the week's topics with each other - and gain some more credit. This will replace classroom activity, which will *not be graded*. I will try and post interesting material here on a more ad hoc basis, and we can use it to discuss contemporary developments and news stories.

There'll also be a space upload your **Final Assignment Plan** and **Final Assignment** here.

I'll try to help with any technical issues, but likely if you require technical support related to Blackboard it is best to contact the [UTEP Helpdesk](#) at (915) 747-5257 or helpdesk@utep.edu.

COVID-19 and this Hybrid Course

Help is Here

The first thing I want you to know about learning right now is that I am here to help. Please reach out if you have any concerns or challenges. If you do become ill, *prioritize your health – and the health of others*, and do not worry about the course – we have avenues to deal with the fallout academically. **You must not come to class if you are ill!** I cannot stress this enough.

[UTEP has some resources](#) that may be of use to you during this time.

Hybrid Learning

This hybrid class is set up to be *heavily* online focused, 100% online ready for students who require or prefer that option, and ready to convert to 100% online for *everyone* very quickly if circumstances dictate. The only reason we will meet face-to-face in this course is for physical

classes on alternate Thursdays, starting September 3rd, 2020. Through these, we are trying to fulfil the pedagogical advantages of face-to-face classroom experiences. However, a) we need to do this the right way to give it any chance of working b) it still might not work, and we need to be flexible and ready to adapt to that and c) we need to accept it still won't be the same (mask talking is not the easiest to understand even without factoring in an English – even harder a [Thanetian](#) - accent!)

Everyone needs to be ready to understand that whilst we have scheduled physical classes (details below in the next section), if I get sick or enough of you get sick, they will not take place. Plus, no one should feel they have to come to physical classes to pass this course. Concerns about all of this should be raised with me, and I promise to keep you informed. Communication between us is absolutely crucial. We are also part of a much bigger picture, and decisions may be taken about the wider campus that impact us.

So, whilst I hope we get to replicate the unique experience of an interactive classroom – my favorite part of teaching – we have to be ready to be flexible and adaptive. If we do move to fully online classes, I had positive experiences with switching to them teaching at the US Army Sergeants Major Academy at Fort Bliss in the Spring semester, and I do a *lot* of online teaching. I have a few tricks up my sleeve to keep us all engaged and interested!

Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

Staying Safe with Physical Classes

Now, below are some **rules** about how we best protect each other, the University, and our course itself moving forward.

Before class starts, you should complete [this training](#).

- **You must STAY AT HOME and REPORT if you** (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](#). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.
- **For each day that you attend campus**—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](#)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the

known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

- ***Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class.*** If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Here are more general tips for keeping safe:

- Maintain 6 feet of separation at all times, including when talking with other students.
- Follow signage indicating specific entry and exit doors and pathways.
- Do not cluster in groups and keep hallways open.
- Wash hands and/or apply hand sanitizer prior to entering classroom and after leaving a classroom. Do not touch face until after hands are washed/sanitized.
- Use an alcohol wipe, provided outside of classrooms, to sanitize the desk, chair, or table.
- Follow faculty protocols for leaving and re-entering the classroom.

If you have issues with any of the above, they should be raised with me/others prior to class. For example, you need accommodation from Center for Accommodations and Support Services (CASS) prior to coming to campus for in-person activities if you have a legitimate medical reason to not wear a mask. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Technological Requirements

As so much of our course content is delivered via the Internet through the Blackboard learning management system, again, ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. Check that your computer software hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

If you have any concerns about this, please reach out to me!

The Course

Course Objectives

Through our course together, and most importantly your own independent research, thinking, and analysis, you will be expected to demonstrate a strong understanding of the key ground we will cover. On completion of the course, students should be able to demonstrate:

- > Knowledge of historical lineages and understandings in and affecting US national security;
- > Critical awareness of multiple explanations why the US national security state was formed, including through IR theory;
- > Core empirical knowledge of how the US national security state was formed and its elements – the national security enterprise;
- > Understanding of the nature and complexity of the national security enterprise;
- > Use of political and social science concepts and theories to explain bureaucratic cultures and some of the debate around US national security paradigms;
- > Working knowledge of the interagency enterprise, its moving parts, its processes, and its complexity;
- > Analytical awareness and ability to pick through policy processes through the interagency process and influence of other parts of the US state;
- > Deeper understanding of the context and place of intelligence within US national security
- > Ability to look at real world decisions, events, policies through a deeper contextual frame
- > Understanding of national security not just as an 'academic' concept, but a working world
- > Think critically about the efficacy and applicability of the national security enterprise, but realistically about change!

Textbooks and Recommended Reference Materials

The textbook is Roger Z. George and Harvey Rishikof eds. [The National Security Enterprise: Navigating the Labyrinth](#) 2nd edn. (Washington DC: Georgetown University Press, 2017)

Course Module Breakdown

Here is a simple, at a glance breakdown of the weekly module topics on the course. I've also included the fundamental readings, but much wider readings will be available on Blackboard.

Week	Module	Fundamental Reading	Class Start/Class Meet (*denotes online only class)
1.	1. What this course is... and what it is not (and dealing with COVID-19)	N/A	08.24.20/08.27.20*
2.	2. Dangerous Nation? National Security and US History	George and Rishikof p.13-18	08.31.20/09.03.20
3.	3. Forging the National Security State I World War II, the Cold War and US Views of the World	NSC-68	09.08.20 (7 th Labor Day □)/09.10.20*
4.	4. Forging the National Security State II 'What did we just make?'	G&R p.18-23	09.14.20/09.17.20
5.	5. What is the 'National Security Enterprise'?	G&R p.1-12	09.21.20/09.24.20*
6.	6. National Security Culture? Or, How I Learned to stop Worrying and Love the Blob...	Coining ' the Blob ' Hal Brands, Peter Faever, and William Inboden ' In Defense of the Blob '	09.28.20/10.01.20
7.	Reading Week!	Read all the things! And complete mid-term paper	10.05.20/10.08.20*
8.	Understanding the Interagency Process	G&R Chs 1-3	10.12.20/10.15.20
9.	Key Players I Department of State	G&R Ch 4	10.19.20/10.22.20*
10.	Key Players II The Military	G&R Chs 6-7	10.26.20/10.29.20
11.	Key Players III Congress and Outside Players	G&R Ch 13	11.02.20/11.05.20*
12.	Intelligence in National Security I The ODNI and CIA	G&R Chs 9-10	11.09.20/11.12.20
13.	Intelligence in National Security The (Multiple) Other Players	See Blackboard	11.16.20/11.19.20*

14.	Thanksgiving Week! ☐	Rest, eat, rest.	11.23.20
15.	An Enterprise in need of Entrepreneurs?	G&R Conclusion	11.30.20/12.03.20 ☐

Course Requirements, Due Dates, and Overall Grading

This course has several tasks and assessments, which will be due and weighted as follows:

Activity	% of Overall Grade	Due Date
Student Introduction	3%	08.30.20 11.59pm
Weekly Open Discussion	10%	Throughout course
Discussion Pieces (3)	30% (10% each)	In Modules 3, 6, 12, see Full Course Overview
Mini Quizzes (3)	12% (4% each)	In Modules 5, 10, 15
Mid-Term Paper	15%	10.11.20
Final Assignment Plan	5%	11.22.20
Final Assignment	25%	12.11.20
Total	100%	

The achieved grades will be given numerically in percentages on the UTEP grading scale:

59 & below (F)

60-69 (D)

70-79 [C]

80-89 (B)

90-100 (A)

See [Curriculum and Classroom Policies](#) for more information on grading at UTEP.

Course Expectations and Key Advice

My Expectations of You...

My expectations are straightforward - I expect you to try your best on this course, keep to deadlines - or keep me informed if you need some extra time - and complete the work required! This course will rely on the participation of all the people in the class in the online forums to make it successful. Also keep me informed of any health challenges as much as you are able.

As this is a graduate course, the fundamental and highly recommended reading is quite extensive, and very important. This is the key thing I expect each week – for you to have completed some of the required reading. This reading, and some extra effort, is key to your assessed work. Indeed, reading is the *key* to success! In my experience, there is almost always a correlation between those who demonstrate they have read carefully and widely during the course and those who get the highest marks!

What you can expect of me

You should expect flexibility from me and understanding of any situations that might impact your work. This goes double right now.

You should always feel comfortable approaching me for help, guidance, and advice. If you do need something, let me know. I will endeavor to respond to any email queries within 24 hours. I really do encourage you to contact me about your assignment topics early on.

Instructions and what you need to do to perform well in particular assessment tasks and on the course as a whole should be clear from the material provided you within and without of class.

I will endeavor to provide assessment feedback within seven days of the due date. I will let you know if there is any likely delay to that.

I will communicate changes to you as quickly as I possibly can, it what may be a fractious semester.

Expectations of each other!

If there is anything you are unsure of, let me know! Again, communication between us will only ever help.

If you require content-related help and support, please reach out. You can use the Help Forum in the Blackboard shell - if you are wondering about something, probably other people are wondering too, and you are helping everybody out by being the brave one who asks! Plus, you can of course contact me directly anytime. I will aim to help with content, and with any situations that are affecting or likely to affect your work. I am always available! You just need to reach out – you won't find out unless you ask! ☐

Be courteous in online communication. Stick to the rules and expectations of academic integrity! More on those below.

Keep each other safe and look out for each other!

Late Policies

I will show extra understanding here, but it remains *essential* to be organized and manage your time wisely.

However! If, because of work, illness or family emergency, you find yourself struggling to keep up with what is expected, please email me as soon as possible. I know that on occasion life does of course intrude on other plans! As I mentioned above, I am aware that you have existing commitments and responsibilities. I will be flexible as long as you communicate with me!

If you require an extension on course work because of extenuating work, health or family reasons, email me **at least 24 hours before** the relevant assignment deadline. Briefly explain your situation and request an extension of a specific length (e.g. 1 day). I will reply as soon as possible. Depending on the case, you may need to submit supporting documentation (e.g. a doctor's note).

In cases where an extension has not been arranged and no contact has been made between me and the student, work submitted late will be subject to a penalty of 5% per day.

Assignments will not be accepted after they are 5 days late and there has been no communication between us; they will be given a grade of 0.

IMPORTANT! I will work with you on these issues! I know how busy you all are in the INSS program, often with full time work commitments and everything else life throws at us! All I ask is that you make sure you let me know what is going on, and I will help. Again, goes double right now.

Academic Integrity

As a UTEP student, you are expected to demonstrate academic integrity. In particular, you must properly identify and provide references for *all* material that you quote or paraphrase. Cheating, plagiarism and collusion are all violations of the UTEP [Handbook of Operating Procedures](#). Again, for more on this see the relevant section of the [Curriculum and Classroom Policies](#). Any act of academic dishonesty attempted by a UTEP student is unacceptable and will be referred to the Dean of Students Office for disciplinary action.

NOTE! Large tracts of texts copied verbatim, even if you have a reference for them, can be considered technical plagiarism, especially if they are not indicated with quotations. Repeating your own work can be a form of self-plagiarism and action can be taken accordingly.

We will cover this again in class. However, if you have any questions or concerns about this please do let me know. If in doubt – check!

Evaluations

We will have an official evaluation near the completion of the course through UTEP.

UTEP greatly appreciates your input and opinion on courses. From a personal perspective, I take your feedback seriously and will always try to incorporate it into the course where appropriate. We therefore greatly appreciate you taking the time to complete these evaluations.

IF I GET A 70% EVALUATION RESPONSE RATE, I WILL GIVE EXTRA CREDIT!

The Online Learning Community

Learning relies on the participation of all the people in the class to make it successful. You should actively engage in the course and be courteous and thoughtful at all times. Before you begin the course, take a few minutes to review the [core rules of online communication](#). The key thing - be as respectful online as you would offline! Disagreement is healthy and natural; insults and *ad hominem* are not! Read other's post carefully, respond with mutual respect, and remember we're a community learning together.

Other Important / Helpful Information

UTEP Course Drop Policy

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas. You should contact me as your advisor about this.**

- a) Students who drop a course **before the "official census date,"** the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- b) Dropping a course **after the official census date, but before the "course drop date"** will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6 drop limit.
- c) If the course is dropped **after the "course drop date"** or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-drop limit.

Disability Statement

Individuals with disabilities have the right to equal access and opportunity. If you have a condition that may affect your ability to perform successfully in this course, it is your responsibility to contact [The Center for Accommodations and Support Services](#) (CASS) at **(915) 747-5148** (voice or TTY) or cass@utep.edu. CASS has a new portal for students and instructors that makes the whole system electronic – there's information in the link above. You are also encouraged to discuss this in confidence with me, preferably before classes begin.

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